

Maunawili Elementary School Academic Plan SY 2025-2026

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- ☒ Non-Title 1 School
 ☐ Title 1 School
 ☐ Kaiapuni School (Self Contained)
 ☐ Kaiapuni School (Shared School Site)

Submitted by Principal Kau'i Tanaka	
	4/10/25

Approved by Complex Area Superintendent Lanelle Hibbs	
	04/15/2025

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance](#) document.

VIABLE QUALITY CURRICULUM

This section highlights the comprehensive instructional programs and supplementary instructional materials used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	'23 Wonders ▾	Ready ▾	Mystery Science	Scholastic News
3-4	'23 Wonders ▾	Ready ▾	Amplify	Scholastic News
5-6	'20 Wonders ▾	Ready ▾	Amplify	Studies Weekly

Please list all **supplementary instructional materials** used to enrich or extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
K-2	IXL, i-Ready, Heggerty, Wonderworks	IXL, i-Ready, Struggly	BrainPop	BrainPop
3-6	IXL, i-Ready, Wonderworks	IXL, i-Ready, Struggly	BrainPop	BrainPop

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document HMTSS student interventions? Please select all that apply. If "Other" is selected, please explain.

☒ Panorama ☐ School-created template ☐ Other:

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered screening, and/or other progress monitoring assessments designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the screening and/or progress monitoring assessments used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
K-6	I-Ready ▾	I-Ready ▾
K-1	Other: ▾ PAST	Select One ▾

IDENTIFIED SCHOOL NEEDS

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- ☒ Current Comprehensive Needs Assessment (CNA)
- ☐ Other current assessment/self-study report:
- ☒ Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: [2024-2025]

Type of Last Visit: Full Self-Study -

Year of Next Action: TBD

Type of Next Action: TBD -

Year of Next Self-Study:

TBD

Please identify critical student learning needs and the root/contributing cause why these needs have been prioritized.




"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

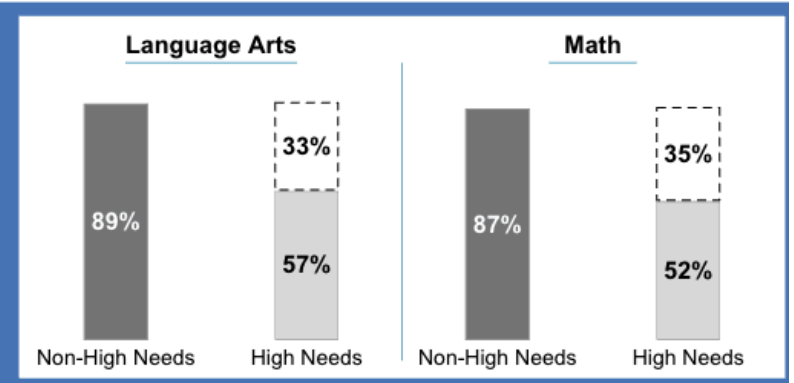
Please number the student need and root/contributing cause for ease of cross-referencing.

1 **Student Need:** Our achievement gap is an area of need. We need to focus on closing the achievement gap between high-needs and non-high needs students. Both gaps are over 30%.

Root/Contributing Cause:

Equity in Student Learning[#]

-  **Non-High Needs:** Percent of students demonstrating proficiency who are not High Needs.
-  **High Needs:** Percent of students demonstrating proficiency who are English Learner, Economically Disadvantaged, and/or Special Education students.
-  **Achievement Gap:** Difference in proficiency rates between Non-High Needs and High Needs students.



- 1A: Non-High Needs students are at 89% proficiency in Language Arts, but High Needs students are at 57% proficiency. Our gap is at 33% for Language Arts. This gap decreased slightly from last school year, but is still larger than our gap was when we were awarded as a Blue Ribbon school.

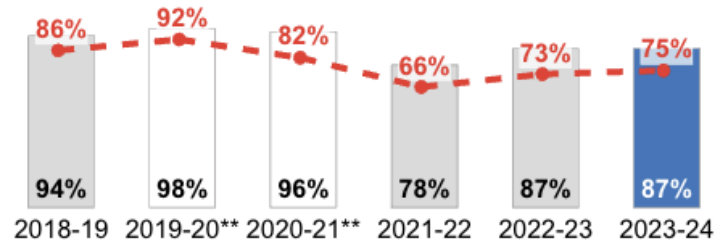
	<ul style="list-style-type: none">1B: Non-High Needs students are at 87% proficiency in Math, but High Needs students are at 52% proficiency. Our gap is at 35% for Math, which is a 3% increase from last year.
2	<p><u>Student Need:</u> Increasing SEL skills for our students. Specifically, Growth Mindset & Emotional Regulation results have significantly decreased.</p> <p><u>Root/Contributing Cause:</u></p> <p>Grades 3-5:</p> <div><div>Emotion Regulation ⓘ</div><div>58%</div><div><div></div><div></div><div></div><div></div><div></div></div><div>80th-99th percentile</div><div>▼ 1</div><div>></div></div> <div><div>Growth Mindset ⓘ</div><div>46%</div><div><div></div><div></div><div></div><div></div><div></div></div><div>0th-19th percentile</div><div>▼ 5</div><div>></div></div> <p>Grade 6:</p> <div><div>Growth Mindset ⓘ</div><div>55%</div><div><div></div><div></div><div></div><div></div><div></div></div><div>60th-79th percentile</div><div>▲ 4</div><div>Greatest increase</div><div>></div></div> <div><div>Emotion Regulation ⓘ</div><div>23%</div><div><div></div><div></div><div></div><div></div><div></div></div><div>0th-19th percentile</div><div>▼ 14</div><div>></div></div> <ul style="list-style-type: none">2A: Growth Mindset (Grades K-2: N/A, Grades 3-5: 46%, Grade 6: 51%) and Emotional Regulation (Grades K-2: 82%, Grades 3-5: 58%, Grade 6: 37%) have shown a significant decline in our Winter 2024 Panorama data.
3	<p><u>Student Need:</u> Chronic absenteeism and tardies are a schoolwide challenge that may negatively impact student learning and engagement.</p> <p><u>Root/Contributing Cause:</u></p> <ul style="list-style-type: none">3A: Tardies have continued to increase over time.

2022 - 2023	72	277	238	459	203	344	238	317	2,148
2023 - 2024	27	511	208	361	413	176	286	221	2,203

- 3B: Attendance remains under our 95% goal.

Regular Attendance

Percent of students attending 90% of instructional days.



** Due to the pandemic, 2019-20 attendance is based on the first three quarters and 2020-21 was mostly online.
Data is unavailable for charter schools before 2023-24.

School Student Attendance by Grade					
Grade	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Pre-K Age 2	93.02%	97.92%	87.98%		
Pre-K Age 3		97.1%	58.93%	88.62%	87.10%
Pre-K Age 4	95.82%	97.07%	85.86%	91.13%	93.86%
Kindergarten	94.89%	96.81%	95.3%	93.91%	93.69%
1st Grade	96.55%	96.16%	89.07%	94.52%	94.09%
2nd Grade	96.83%	97.75%	93.76%	93.29%	95.43%
3rd Grade	96.78%	97.77%	93.48%	93.55%	94.07%
4th Grade	95.92%	97.99%	94.19%	94.69%	94.92%
5th Grade	96.36%	97.11%	93.72%	95.11%	92.74%
6th Grade	95.88%	97.95%	94.79%	94.56%	95.06%

In order to address student subgroup(s) achievement gaps, please list the targeted subgroup(s) and their identified need(s). Enabling activities should address identified subgroup(s) and their needs.

1	<p><u>Targeted Subgroup:</u> High-need students: including students who are English Learners, in Special Education, or are economically disadvantaged.</p> <p><u>Identified Student Need(s):</u> The achievement gap between high-need and non-high-need students in Language arts is at 33%. The achievement gap between high-need and non-high-need students in Math is at 35%.</p>
2	<p><u>Targeted Subgroup:</u> All students.</p> <p><u>Identified Student Need(s):</u> Emotional Regulation and Growth Mindset on the Panorama survey showed a significant decline in our Winter results. (Grades 3-5: 58%, Grade 6: 37%)</p>
3	<p><u>Targeted Subgroup:</u> All students, while specifically targeting any students who are identified as critical or at risk for attendance/tardies.</p> <p><u>Identified Student Need(s):</u> Our chronic absenteeism rate for last school year was at 23.5% and last year we had over 2,000 tardies.</p>



Priority 1 High-Quality Learning For All

★ GOAL 1.1 All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
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<p>1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances.</p> <p><i>Required for all schools.</i></p> <p><i>WASC Area of Follow Up 1</i></p>	<ul style="list-style-type: none"> • 1A: A 33% gap for Language Arts between high-need and non-high-need students. • 1B: A 35% gap for Math between high-need and non-high-need students. 	<p>1.1.4 (1) All teachers and EAs will be trained in math fluency strategies by attending professional development training by Dr. John Giovanni.</p> <ul style="list-style-type: none"> • Teachers will implement math Fluency Strategies with the whole class and/or high-need students in their classrooms. <p>Accountable Lead: Academic Coach & Steering</p> <p>1.1.4 (2) Improve instructional processes in SPED by</p> <ul style="list-style-type: none"> • Implement strategies that work utilizing Wonderworks and Teach Town • Share progress monitoring data from these programs during quarterly SPED articulation days. <p>Accountable Lead: SPED Department</p> <p>1.1.4 (3) Continuation of current RTI system to support student needs.</p> <ul style="list-style-type: none"> • Identifying student needs through screening data with learning teams on articulation days. • Creating tier 2 and tier 3 groups, which are progress monitored through Panorama • Doing academic and behavior checks with learning teams to update plans based on student needs <p>Accountable Lead: RTI Coordinator</p> <p>1.1.4 (4) Learning teams meet regularly and engage in the data team cycle to review student data from screening, progress monitoring, and outcome assessments to identify the next steps for instruction.</p>	<ul style="list-style-type: none"> - 100% of teachers will attend professional development with John Giovanni - 100% teacher attendance during SPED articulation days 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ <p><u>1.1.4 (2)</u> 5 SPED teachers x 4 sub days = 20 sub days \$200 x 20 = \$4,000</p> <p><u>1.1.4 (3)</u> 25 teachers x 3 articulation days = 75 sub days \$200 x 75 = \$15,000</p> <p><u>1.1.4 (4 & 6)</u> 25 x 4 curriculum mapping days = 100 sub days \$200 x 100 = \$20,000</p>
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		<ul style="list-style-type: none"> • Each teacher will identify all high-needs students. • High-needs students who are not yet performing equally to their peers or showing academic growth will have an action plan developed as either: <ul style="list-style-type: none"> ○ Being entered into RTI support ○ Being identified as “bubble students” and closely progress monitored within data team cycles <p>Accountable Lead: Academic Coach & Steering</p> <p>1.1.4 (5) Implementing the use of Stetson forms 1 & 2 in determining student placements and guiding our staffing and scheduling to make student-centered decisions.</p> <p>Accountable Lead: Academic Coach & SSC</p> <p>1.1.4 (6) Learning team meetings and curriculum mapping days will intentionally use time to have instructional alignment between SPED and Gen. Ed.</p> <ul style="list-style-type: none"> • Gen. Ed. and SPED teachers for each grade level will attend all meetings • Collaboration time during these meetings will allow for: <ul style="list-style-type: none"> ○ Aligning the curriculum to standards, assessments, and instruction for all students in the grade level ○ Identifying common assessments to be administered as a grade level ○ Planning common, effective instructional practices to be implemented <p>Accountable Lead: Academic Coach & Steering</p>		
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		<p>1.1.4 (7) Enhance systems and structures (i.e., each school will have a team of educators that participates in EL Success Initiative ELLT and ELDT team) at the Complex and school level to support the teaching of language and content in tandem through professional learning opportunities to close the achievement gap for all of our EL students.</p> <p>Accountable Lead: EL Design Team</p>		
<p>1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school.</p> <p><i>Required for all schools.</i></p>	N/A	<p>1.1.5 (1) All 6th-grade students will attend the Complex 6th Grade Ho'opili day, KIS transition day, and/or KIS Band event where 6th graders from the complex will gather to meet each other and learn about what KIS has to offer.</p> <p>1.1.5 (2) To support incoming kindergarteners in a successful transition there will be kindergarten orientation offered to incoming families and Summer Start for incoming students.</p> <p>Accountable Lead: Kindergarten teachers & 6th grade teachers</p>	<ul style="list-style-type: none"> - 100% attendance at all 3 events - Student surveys (grade 6) at the end of the year 	<p> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input checked="" type="checkbox"/> Other: __, \$ </p> <p> <u>1.1.5 (2)</u> Summer Learning Funds for Summer Start \$10,000 x 2 classes = \$20,000 </p>

★ GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.2.1. All students desire to and attend school regularly.</p> <p><i>Required for all schools.</i></p> <p><i>WASC Area of Follow Up 2</i></p>	<ul style="list-style-type: none"> 3A: Increase in tardies over time. 3B: Attendance remaining under 90% over the past three school years 	<p>1.2.1 (1) Continue a schoolwide attendance incentive program to recognize students with improved or excellent attendance.</p> <p>1.2.1 (2) Maintain school-home communication to address and support families with student attendance</p> <p>Accountable Lead: Counselor</p>	<p>- Perfect Attendance Awards</p>	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> <p><u>1.2.1 (1)</u> Attendance incentives \$5,000</p>

<p>1.2.2. All students demonstrate positive behaviors at school.</p> <p><i>Required for all schools.</i></p>	<ul style="list-style-type: none"> 2A: A decline in our Panorama survey results, specifically in Growth Mindset and Emotional Regulation 	<p>1.2.2 (1) Implement the new SEL curriculum, Fly Five, schoolwide by following an implementation timeline and providing the necessary training to all faculty.</p> <p>Accountable Lead: MTSS</p>	<ul style="list-style-type: none"> - Increase in Panorama scores, specifically in Growth Mindset and Emotional Regulation - Decrease in referrals 	<div> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input checked="" type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input type="checkbox"/> Other:__, \$ </div> <p>\$7,500 in SEL consumables</p> <p>\$2500 for PD</p>
<p>1.2.3. All students experience a Nā Hopena A'o environment for learning.</p> <p><i>Required for all schools.</i></p> <p><i>WASC Area of Follow Up 4</i></p>	<ul style="list-style-type: none"> 2A: A decline in our Panorama survey results, specifically in Growth Mindset and Emotional Regulation 	<p>1.2.3 (1) Provide faculty and staff activities to strengthen their understanding of Nā Hopena A'o and HĀ (eg Define the components of HĀ, create an oli specific to Maunawili, and/or sharing ideas of implementation in faculty meeting)</p> <ul style="list-style-type: none"> ○ <u>Accountable Lead</u>: Steering <p>1.2.3 (2) Provide faculty and staff activities to strengthen their understanding of Foundations of Aloha to strengthen Nā Hopena A'o and HĀ.</p> <ul style="list-style-type: none"> ○ <u>Accountable Lead</u>: Steering 	<ul style="list-style-type: none"> - HĀ Wheel - Evidence of HĀ activities: agendas, pictures, artifacts, etc. 	<div> <input type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:__, \$ <input checked="" type="checkbox"/> Other: OHE, \$10,000 </div>

★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress (Initial & Intermediate Outcomes) <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities.</p> <p><i>Required for all schools.</i></p>	<p>N/A</p>	<p>1.3.1 (1) Continue Pathways for students in grades 4-6: Providing them with voice and choice in selecting their Pathway. In each Pathway, students will be provided the opportunity to explore the career of their choice</p> <p>1.3.1 (2) Begin planning a "Pathway" option and opportunity for students in grades K-3 to explore careers.</p> <p>Accountable Lead: Steering</p>	<ul style="list-style-type: none"> - RAISEC Survey - Pathways Registration - Pathway Activities (monitored through activity request or field trip forms) - Steering & K-3 LT Minutes about Pathway planning 	<p><input checked="" type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant:__, \$</p> <p><input type="checkbox"/> Other:__, \$</p> <p>\$100 x 12=\$1200 for supplies</p> <p>3 busses x 600 for Pathways field trip=\$1800</p>

<p>1.3.2. All students enter high school with the academic background and skills to succeed in progressively challenging and advanced-level coursework aligned to career pathways.</p> <p><i>KK PBL</i></p>	N/A	<p>1.3.2 (1) Every student will be provided at least one high-quality PBL project that incorporates computer science.</p> <p>1.3.2 (2) Grade levels will follow shared expectations for PBL projects and PBL showcases.</p> <p>Accountable Lead: Steering</p>		\$200 x 8=\$1600
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Priority 2

High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
2.1.1. All students are taught by effective teachers. <i>KK ILT</i>	2A: A 35% gap for Math between high-need and non-high-need students.	2.1.1 (1) All teachers will participate in the powerful instructional practice (PIP) professional development cycles, including training, safe practice, professional reading, receiving feedback, peer visits, and walkthroughs. 2.1.1 (2) All teachers on ILT will attend quarterly planning days to plan and implement important components of the cycles of professional learning. 2.1.1 (3) All teachers will participate in professional learning on math/writing instruction strategies and implement those strategies in their instruction to build consistent practice.	<ul style="list-style-type: none"> - ILT Meeting Minutes - Cycles of Professional Learning documentation - Classroom Walkthrough Data - Teacher Reflection Data - Student Formative and Summative Assessment Data 	<input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant: __, \$ <input type="checkbox"/> Other: __, \$ <u>2.1.1 (2)</u> \$200/dayX4 days=\$800X9 teachers= \$7200

		<p>2.1.1 (4) All grade level learning teams will use the data teams process to co-create common lessons and assessments to measure the impact of student learning and inform next steps in teaching.</p> <p>Accountable Lead: ILT</p>		
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Priority 3

Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal.</p> <p><i>Required for all schools.</i></p>	N/A	<p>3.3.1 (1) SCC meetings will be conducted at least once per quarter. Agendas will be posted on the website and minutes will be available for each meeting.</p> <p>3.3.1 (2) The School Community Council will have the necessary representation for a full membership including teachers, parents, students, and administration.</p> <p>Accountable Lead: SCC Chairperson</p>	<ul style="list-style-type: none"> - SCC membership - SCC meeting dates - SCC meeting minutes 	<p><input type="checkbox"/> WSF, \$</p> <p><input type="checkbox"/> Title I, \$</p> <p><input type="checkbox"/> Title II, \$</p> <p><input type="checkbox"/> Title III, \$</p> <p><input type="checkbox"/> Title IV-A, \$</p> <p><input type="checkbox"/> Title IV-B, \$</p> <p><input type="checkbox"/> IDEA, \$</p> <p><input type="checkbox"/> SPPA, \$</p> <p><input type="checkbox"/> Homeless, \$</p> <p><input type="checkbox"/> Grant: __, \$</p> <p><input type="checkbox"/> Other: __, \$</p>

★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i> <i>Reference the Identified School Needs section.</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed to execute the enabling activity.</i>
<p>3.3.2 Engage families in meaningful events at our school</p> <p><i>(To add additional desired outcomes, duplicate this row, including source of funds checkboxes)</i></p>	<p>N/A</p>	<p>Our PCNC will plan and host events for our families that are connected to improving academic achievement, such as Science Night or 6th Grade Family Night at least once per semester.</p> <p>Accountable Lead: PCNC</p>	<ul style="list-style-type: none"> - Flyers shared for events - Sign-in sheets 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> WSF, \$ <input type="checkbox"/> Title I, \$ <input type="checkbox"/> Title II, \$ <input type="checkbox"/> Title III, \$ <input type="checkbox"/> Title IV-A, \$ <input type="checkbox"/> Title IV-B, \$ <input type="checkbox"/> IDEA, \$ <input type="checkbox"/> SPPA, \$ <input type="checkbox"/> Homeless, \$ <input type="checkbox"/> Grant:____, \$ <input type="checkbox"/> Other:____, \$ <p>\$5,000 for family engagement and supplies</p>

APPENDIX A: SCHOOL BELL SCHEDULE

Pursuant to [Hawaii Revised Statutes Section \(HRS\) 302A-251](#), as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

This section showcases Maunawili Elementary School's current bell schedule(s) and total student instructional hours per year. To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided [bell schedule tool](#).

Total student instructional hours per year (*Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours*)

1080 hours

Did your school submit a SCC Waiver Request Form? Please explain.

Yes. Two waiver days for parent-teacher conferences and two additional waiver days for professional development.

Bell Schedule: Maunawili Elementary School [Bell Schedule](#)